



FLOR URBS 3345

Analyzing and Exploring the Global City: Florence

CAPA FLORENCE PROGRAM

Course Description

Florence is a world-renowned attraction: thousands of people every day crowd its small streets admiring the ancient buildings and artistic heritage. Less famous is the contemporary Florence as lived by its current inhabitants: an ethnically varied population with complex socio-cultural dynamics at play in shaping the identity of this fascinating city. Although migration has intensified over the last few decades, multiculturalism itself is not a recent phenomenon: over the centuries, groups of different ethnicity, nationality and religion have contributed to Florence's cultural wealth.

Even the shortest of walks can unveil this wealth for the eyes of the attentive observer and it is precisely this understanding that this course provides. We will analyze the complex dynamics that shape the identity of Florence by applying a critical perspective on the notion of globalization and by analyzing the socio-cultural forces at play both historically and presently. Students will learn to notice the cultural variability that is present in the city, seeing which ethnicities live in Florence today and gaining insight on their life through both scholarly sources and direct observation. We will discuss the relativity of cultural values; analyze how the multicultural aspect of Florence's identity has been discursively constructed and by which social actors.

We will study the Florentine urban landscape by walking in the city and observing the built environment and human behavior. Florence will be our research field.

We will use scholarly sources by anthropologists and social scientists, sociologists, human geographers and historians.

Course Aims

The course provides a deep understanding of Florence as a global city, engaging students with both lectures and direct experience. Florence will be the field where students will apply and test the concepts discussed in class, thus using their stay abroad as a total learning experience.

By the end of the course, students will:

- a) have a critical perspective on the concept of globalization and its application to Florence;
- b) understand why the identity of Florence is a social, cultural, economic and political matter, and learn to identify the dynamics of cultural processes;
- c) know how to identify and analyze the complexities of urban socio-cultural realities by using social perspectives and research tools (observation and – where and when possible - interviews);
- d) learn about Florentine society and culture from both scholarly readings and direct experience;
- e) learn about the many ethnic groups present in the city both historically and presently, and identify their presence in the urban landscape;
- f) develop personal creativity through the creation of an ethnographic research project on a topic of their choice.

Requirements and Prerequisites

100 or 200 level course in Anthropology, Sociology, Human or Cultural Geography, or consent of instructor.

Learning outcomes

At the end of the course, students should be able to:

- identify, define, and solve problems related to cultural differences;
- locate and critically evaluate cultural knowledge;
- master social scientific terminology, theory, and research methods;
- understand the diverse philosophies and food cultures across societies, with a special focus on contemporary Florence;
- communicate effectively, accounting for the cultural variability of all parties involved in the communication;
- gain skills for effective citizenship and life-long learning.

Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence/humility, resilience, appreciation of differences, and tolerance of ambiguity.

Class methodology

Students will have the opportunity to listen to lectures aided by visual material and to learn directly about Florence through guided out-of-class exercises (shown as: ***WALK-AND-WORK*** in class scheduled below) that will involve observing **both the urban landscape and human behavior**.

Lectures are the dynamic discussion of both readings and the Professor's personal research. **Taking notes is fundamental because each lecture covers much more material than is in the readings.** Moreover, lessons involve a great deal of practical activities, which constitute key learning moments; for this reason, during all out-of-class exercises students are required to take notes. Lectures are designed to supplement the readings (you cannot find in a book all the topics we will discuss in class, which will be included in the exams), so please always come to class having read the assigned readings.

Students will be helped in studying the subject and working on their projects; the Professor will repeat important concepts, use the blackboard for key-terms, definitions and names, and make direct reference to their own research experience to provide depth and understanding.

Exams will consist of questions and short essays on the material covered in class: lectures, readings and fieldwork.

Fieldtrips and expenses:

N/A

Student Responsibilities

Refer to the *Academic Handbook* for a complete outline of all academic policies. This page contains a summary only.

Attendance

CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Attendance is mandatory and is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and ultimately in a F for the course.

Unexcused absences

The instructor for the course may lower the student's participation grade based on the number of absences. For custom programs, some will follow our absence policy (like when CAPA sponsors visa) and some will not; see academic director for details.

Excused absences

Any student seeking to be excused from class on the ground of a verifiable illness (i.e. doctor's note) or a family emergency, must email the DAA (greverdito@capa.org) in advance of their class. The CAPA staff will then email the relevant Faculty member. Note that calling the CAPA Center (055-2466439) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. If a doctor's note is written to excuse a student from class, the student cannot use that time for personal travel. Please note: excused absences will NOT be granted to accommodate visiting friends or family. Students absent due to extenuating circumstances that have been approved by the Director of Academic Affairs in advance of the missed class, including family emergency or verifiable health-related incapacity, remain responsible for meeting all class requirements. Faculty shall offer such students reasonable assistance in making up missed work (e.g. share handouts).

Class Participation

Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Academic Integrity

The faculty expects from you, the student, a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

Use of electronic equipment in class

All devices such as laptops, I-pods, I-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs or the Resident Director at the beginning of Term.

Late Submission

Late submission of papers due, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

Behavior during Examinations

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.

Evaluation Forms Process

Mid term and End of term evaluation forms will be submitted electronically: before the final written exam students will be accompanied in groups by a CAPA staff member to the computer room and there they will submit their evaluation forms online.

Grade Breakdown and Assessment of Learning Outcomes			
Learning Outcomes	Assessment task	Grade %	Due Date
a), b), c), d)	Class participation	10%	Weekly
a), b), d)	Mid-term exam	20%	Week 6
a), b)	Fieldnotebook assignment	20%	Week 13
c), e) f)	Field Research and Presentation	30%	Weeks 11-12
a), b), c), d), e)	Final Exam	20%	Week 14

Overall Grade = 100%

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 - 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.

Very good (High Credit)	B+	87 - 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.
Good (Credit)	B	83 - 86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 - 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 - 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Below Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.
Inadequate (Borderline Fail)	D+	67 - 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes.
Poor (Fail)	D	60 - 66	0.7 - 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Faculty Handbook.

Tests, Quizzes & Exams

Submission Policy for Assignments

Assignments are accepted in either hard or electronic copy. Hard copies are to be submitted at the start of the class period in which they are due. Electronic copies must be received as word document attachments to adrianobonc@yahoo.com by the start of the class period in which they are due.

Fieldnotebook Assignment:

Your stay abroad is a GREAT occasion to learn about Italian society and culture while you are experiencing it directly; it is also an amazing opportunity for personal growth. The course is designed to help you make the most out of your semester in Italy with assignments that help you notice more of your surroundings and understand with greater depth what is happening around you. TAKE ADVANTAGE OF THIS POSSIBILITY!

- The fieldnotebook assignment research counts for a total 20% of your final grade.
- WHAT IS IT? It is a notebook you should use to take note of your experience of Italian/Florentine society and culture, with a focus on the many themes we discuss in class. You should take this notebook always with you, recording experiences and observations as they occur; include anything that you notice: paste newspaper clips, photos, small objects...anything! Anthropological research begins with very small, everyday things – so do not be afraid that something is “too mundane” or not worthy of being recorded: everything is important for a social scientist!
- You will be graded on the effort you put in experiencing Florentine society and culture by doing anything you can, such as observing and interacting with people, observing the city, buying local newspapers and magazines, buying food at the market, eating at a *lampredotto* stand, and dutifully recording everything as it happens.
- LATE WORK not accepted for any reason.
- If you are ABSENT on **Week 13** you will receive a partial credit ONLY IF your Field notebook reaches me nonetheless by the end of that class; credit percentage will be evaluated case-by-case. If I do not receive your field notebook by the end of that lesson, you will get an F for this Assignment.

Essay:

- **Description:** Beginning with **Week 8**, we will walk outside class to carry out a small ethnographic research study in different suburbs of Florence. I will assign to each student or small group of students a distinct neighborhood to walk and analyze according to the theories reviewed in class during the previous weeks. The field research must include the written proof of your direct experience of Florence. The essay will be an accurate description of your first hand observations of the built environment and – if feasible – of your interactions with people in Florence, your personal thoughts and intuitions, along with those concepts/theories/ideas from lectures and readings that can be usefully connected to your observations.
- **Sources:** A major source for your essay is your experience and your ethnographic engagement with the city. Your online reader is a set of additional sources for your essay, and it includes readings that I have selected for you to use autonomously throughout the semester. You will probably find in the reader some texts that address the theme you selected for your field research; nonetheless, consider that you must also autonomously find extra academic sources and use them. I can help with that, as it is difficult to find academic sources on Florence.
- **Deadlines:** By either Week 11 or 12 you will present your research to the class (average length: appx 10 minutes for single presentations or longer time according to the number of students for group presentations), in the format of either a slide presentation or of any other visual aid (pictures, short videos, online blogs with vids, etc.)
- **Length:** hard copy or electronic format of the essay is due by the day of the class presentation. Individual Research papers must be appx. 7-8 pages. PLEASE NOTE: for field study carried out in groups, papers should still be individually identifiable for single sections each student has taken care to develop. Handwritten papers are not accepted.

The mid-term exam (**Week 6**) consists of questions with short open answers (approx. 60 minutes) covered until that point in class and in the readings assigned at home.

The final exam (**Week 14**) consists of questions with short open answers (approx. 60 minutes) covered until that point in class and in the readings assigned at home.

Textbook

An online course reader is available for this course. It can be downloaded (in each single reading) in PDF directly from CANVAS.

The following required readings are in the reader:

“Analyzing the Global City”, Anthony Gristwood and Mike Woolf.

“Geographies” AND “Imagined Italies”, from *Italian Cultural Studies: An Introduction*, ed. by David Forgacs and Robert Lumley, pp. 14-16.

“Some Foreign Views of Italy”, John Haycraft.

“The Construction of Italianness in *A Room with a View*”, Elisabetta Girelli.

“Molto, Ma Buono?” from *In Around the Tuscan Table: Food, Family, and Gender in Twentieth- Century Florence* by Carole Counihan, Pp. 177-195. New York: Routledge, 2004.

“Florentine Diet and Culture”, Carole Counihan.

“Inferno”, Dan Brown (at least the first chapters dedicated to Florence, appx 200 pages_

“The Dan Brown Phenomenon”, Matthew Schneider-Mayerson.

“Positive and Negative Urban Tourist Crowding: Florence”, Monika Popp

‘Albanian Immigrants in Italy: Migration Plans, Coping Strategies, and Identity Issues’ by Kasic, Ankica and Anna Triandafyllidou in *Journal of Ethnic and Migration Studies* 29(6):997-1014, 2003 .

“Italophilia meets Albanophobia: Paradoxes of Asymmetric Assimilation and Identity Processes Among Albanian Immigrants in Italy”, by Russell King and Nicola Mai, *Ethnic and Racial Studies*, 32(1), Jan. 2009, pp. 117-138.

Suggestions for extra Reading

Highly recommended for individual project research and background information:

Bull, Martin J. *Contemporary Italy: A Research Guide*. Westport, Ct: Greenwood Press 1996.

Forgacs and Lumley, eds. *Italian Cultural Studies. An Introduction*. 1996, OUP, NY.

Jones, Tobias 2003: *The Dark Heart of Italy. An Incisive Portrait of Europe's Most Beautiful, Most Disconcerting Country*, North Point Press.

Mammone and A. Veltri (eds.): *Italy Today. The Sick Man of Europe*. Routledge 2010.

Carole Counihan's work – an anthropologist who did fieldwork in Florence for thirty years:

Counihan, Carole Food and Culture. A Reader. 1997, Routledge, NY.
 Counihan, Carole The Anthropology of Food and Body. Gender, Meaning and Power. 1999, Routledge.
 Counihan, Carole Around the Tuscan Table. Food, Family and Gender in 20th cent. Florence. 2004.

On Florence and Italy, with a special focus on food cultures, locality and globalization:

Jilliann R. Cavanaugh, 2007: "Making salami, producing Bergamo: the transformation of value", in Ethnos, 72(2), 149-172.

Janet Chrzan, 2004: "Slow food: what, why, and to where?", in Food, Culture & Society, 7(2), 116-132.

Jeff Pratt, 2007: "Food values. The local and the authentic", in Critique of Anthropology, 27(3), 285-300, Sage, London.

Online:

<http://wikimapia.org/#lang=it&lat=43.780018&lon=11.240044&z=13&m=b>

<http://www.firenzetoday.it/mappa/tipo/incidenti/> (in Italian)

<http://hiddenflorence.org/>

<http://library.nothingness.org/articles/all/all/display/2>

<http://mentalmaps.info/>

Library and research facilities

Students are encouraged to use only scholarly sources for their research papers. There are two libraries where students can do academic research: one in the Florence CAPA premises, and one at the British Institute.

The Florence CAPA Library is being currently developed and implemented with books specific to all the courses, and it is a good starting point for all research. It is open according to the CAPA Centre opening times (that is Mon/Thu 8.15-18.30 and Fridays 8.15-15.00).

The British Institute Library, on the other hand, has the largest collection of English-language books in Italy, and thus constitutes an invaluable resource for the in-depth analysis of specific topics that students are generally required to perform for their essays. Moreover, CAPA students have the unique opportunity of getting a British Institute card for free, making research even easier. The British Institute Library has got a very easy-to-access on line catalogue at the following URL:

<http://www.britishinstitute.it/en/library/harold-acton-library.asp>

Assessment of Learning Outcomes

- Students will be able to recognize, describe, and interpret examples of the impact of globalization in the urban environment through the examination of written texts and their exploration and analysis of the urban environment.
- Students will be able to reflect on the differences and similarities within their student community and between their home and host environments and be able to describe and interpret these through their writing.
- Students will be able to understand concepts of privilege, and inequality in urban environments as well as develop a greater appreciation of cultural differences and respond accordingly through their writing.

Week by week breakdown of academic calendar:

Week 1	FLORENCE AND GLOBALIZATION: AN INTRODUCTION
	<p>Introduction to the course. Methodological tips for urban exploration. What do we mean by "Global" City?</p> <p>A short intro to the history of Italy and Florence. The construction of cultural stereotypes. The British travelers on the Italian Grand Tour. The impact of Grand Tour travel literature on Florence's identity.</p> <p>Readings (required for next class): "Geography" AND "Imagined Italies", David Forgacs and Robert Lumley "Engaging the Self and the City: Theory and Method in Urban Studies", Anthony Gristwood.</p>

	<p>"Some Foreign Views of Italy", John Haycraft. + handouts</p>
FLORENCE FROM THE ORIGINS TO THE 'CRADLE OF RENAISSANCE'	
	<p>The History of Florence from its foundation to Renaissance. A Roman military camp over an Etruscan settlement. Urban development and Population throughout the centuries. Architecture, City layout, Ethnicity and more.</p> <p>A Global City now or then..?</p> <p>Readings: Handouts + web links indicated on CANVAS</p>
Week 3	MAPPING POWER IN FLORENCE + <u>WALK-and-WORK</u>
	<p>Florence is a lot more than just the 'Cradle of Renaissance'. We will first review the urban expansion of Florence at the time the City became national capital of Italy (1865-70). This political event brought to drastic interventions in the urban layout such as the demolition of the city walls, the constructions of new boulevards and the relocation of major infrastructures, to name a few.</p> <p>We will then walk to some relevant areas close to CAPA to verify these main changes of the urban landscape, as visible signs of the national political power and influence over the City.</p> <p>Readings: Handouts + web links indicated on CANVAS</p>
Week 4	MAPPING ETHNICITY IN FLORENCE + <u>WALK-and-WORK</u>
	<p>Italy. From a country of emigrants to a country of immigrants. We will first review of the history of Italian migration and of the factors that affected the arrival of many different ethnic groups to Italy and Florence. We will analyze the main ethnic groups that live in Florence:</p> <ul style="list-style-type: none"> ○ ethnic communities in the socio-geographical urban texture; ○ their socio-economic contribution to the city; ○ Italians, Florentines and immigrants. Adjustments and frictions. Tolerance, Racism and Xenophobia. <p>We will then walk to some relevant areas of the city center to verify and analyze the multi-ethnic presence in the urban texture, as a visible sign of the anthropological re-shuffle of Florence during these recent years.</p> <p>Readings: "Albanian Immigrants in Italy", Kasic and Triandafyllidou "Italophilia meets Albanophobia", Russell King and Nicola Mai. + handouts and web links indicated on CANVAS</p>
Week 5	MAPPING FOOD in FLORENCE + <u>WALK-and-WORK</u>
	<p>What food can we find in Florence? What role does food play in constructing identities in Florence? After a review of Florentine food habits, we will walk to a local food market and through field observation (and some food tastings) we will try to measure the eating habits of the local population.</p> <p>Readings:</p>

	"Molto, Ma Buono?", Carole Counihan "Florentine Diet and Culture", Carole Counihan
Week 6	MID-TERM EXAM
	Mid-Term Exam

SPRING BREAK

Week 8	URBAN FIELDWORK METHODOLOGY (1) + WALK-AND-WORK
	<p>After the review of terms such as Psychogeography and <i>Flânerie</i>, along with the introduction to the main goals students will pursue with their fieldwork, we will go out of classroom to walk in a nearby neighborhood in order to gain the basic rules and tips for individual or group fieldwork.</p> <p>We will walk together a transect (route) through our chosen suburb to observe:</p> <p>a) the <u>built environment</u> (architectural style, function, condition, key monuments, businesses, marketplaces, <i>piazas</i>, even graffiti and more);</p> <p>b) the <u>social interaction</u> (people's dressing and talk, gender, age, ethnicity, car traffic, urban bustle, etc.).</p> <p>Our way to observe, analyze and reflect on the urban 'scape' will be replicated in the next two weeks in the neighborhood that I will assign to each student or group of students for their final essay paper.</p> <p>Readings: Handouts + web links indicated on CANVAS</p>
Week 9	URBAN FIELDWORK (2) + WALK-AND-WORK
	<p>Assignment of neighborhood projects to single students and groups of students, along with information and tips on how to reach the area, noticeable things to analyze and more.</p> <p>PLEASE NOTE – Students are required to invest a number of hours outside class time (ideally between 4 and 8, between this class and the next two) in order to:</p> <ul style="list-style-type: none"> • reach the neighborhood on their own; • walk freely (<i>Flânerie</i> ..)within the assigned project area; • carry out fieldwork and elaborate observations, reflections and even questions (to ask me in class on next class); • decide the format to give to the fieldwork essay.
Week 10	URBAN FIELDWORK (3) + WALK-AND-WORK
	Today's class is dedicated to answer all possible questions that may have arisen from your neighborhood walk.
Week 11	FIELDWORK PRESENTATIONS (1) + MAPPING FLORENCE IN DAN BROWN'S <i>INFERNO</i> + WALK-AND-WORK
	<p><u>DUE: Field Research Essays to be presented in class (first groups) and related Papers to hand in</u></p> <p>First part of the class (60 minutes) is dedicated to Fieldwork Presentations.</p> <p>We will then review the main themes addressed in <i>Inferno</i>, the thriller novel written by Dan Brown. We will highlight a number of stereotypes about</p>

	<p>Florence, Italy and Italians as they emerge in the novel and we will map the main geographical locations of Florence that have been described in <i>Inferno</i>.</p> <p>After that, we will walk out of CAPA in order to follow a small section of the itinerary followed by novel's main characters for a comprehensive analysis of how a novel can become one more tourist attraction for the Global City. (Itinerary: from CAPA to Casa di Dante to the Baptistry)</p> <p>Readings: <i>"Inferno"</i>, Dan Brown (<i>while I recommend to read the whole thriller novel, only the reading of SOME selected chapters dedicated to Florence - between: Chapter 1 and 68 - are mandatory</i>) <i>"The Dan Brown Phenomenon"</i>, Matthew Schneider-Mayerson +handouts</p>
Week 12	FIELDWORK PRESENTATIONS (2) + MAPPING AMERICANS IN FLORENCE
	<p><u>DUE: Field Research Essays to be presented in class (other groups) and related Papers to hand in</u></p> <p>First part of the class (90 minutes) is dedicated to Fieldwork Presentations.</p> <p>In the light of globalized mass tourism, we will then review and analyze the Florence of mass tourists and that of the American study-abroad students.</p> <p>Who are the current Americans in Florence? Who were the first American travelers to Florence? What did they do and do they currently do? Where do they stay? Why are they here? Actually, how do we locate them?</p> <p>Readings: Handouts</p>
Week 13	A FEW TENTATIVE CONCLUSIONS
	<p>We will use our last class to review some of the main themes addressed throughout the semester in a very informal way.</p> <p><u>DUE: Fieldnotebook to hand in</u> Final Exam Review</p>
Week 14	FINAL EXAM